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ABSTRACT

This study describes and contrasts the activities and attitudes of 33 prospective secondary teachers in a graduate level, master's degree initial teacher certification program incorporating a year-long, three-phased internship in the public schools. The three phases of the internship were: teacher assistant, teacher associate, and teacher-of-record experience. Brief descriptions of the duties and responsibilities of each phase of the program are presented. The median age of the interns was 38.5, all had baccalaureate degrees with majors in their subject areas, and had previous work experience in other fields. Intern perceptions were obtained at the end of each phase of the internship through administration of the Teacher Induction Inventory. Major findings of the study are summarized: (1) interns reported significantly increased involvement in the complex roles of teaching over the year; (2) changes in awareness of the importance of instructional and professional aspects of teaching increased significantly; (3) mentor and university support were perceived positively; (4) the second (associate) phase of the year was viewed less positively than either of the other two; and (5) less positive views toward students were observed as the internship concluded. These findings are briefly analyzed in the summary. Tables present the data collected over the course of the study. (JD)

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Graduated Teaching Internships: An Overview and Major Findings

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Introduction

Among teacher educators there is no consensus on the best way to prepare beginning teachers. Some teacher education programs emphasize John Dewey's professional model (1904/1965) while others focus more on the apprenticeship model. Apprenticeship programs, as contrasted by Lanier and Little, place emphasis on "... the practical skills required to conduct a classroom" while those grounded on the liberal-professional model "...strive to produce a deeper understanding of the way theoretical concepts from psychology, curriculum, and sociology are played out in the classroom" (1986, p. 551).

Regardless of the model used, some form of practice in the workplace is part of the teacher's initial preparation. Schools are workplaces for teachers and the practice of learning to work in such contexts, often referred to as "occupational socialization", is intended to assist the novice in learning the culture, norms, and role behavior of teaching (Haberman, 1983). The two most common forms of providing novice or future teachers practice in the workplace are through student teaching and internships. The role of student teaching is typically more constrained than the intern role, involving less time in which to practice the activities of teaching and lessened opportunities to fully assume the complex responsibilities of teaching.

Moreover, as designed in contemporary school contexts, student teachers have less formalized master-teacher or mentor support than interns.

While there is little empirical data that documents outcomes of the teaching internship (Bolam, 1987; McDonald, 1980), a more extensive outcome literature does exist for student teaching. For example, Hersh, Hull, and Leighton's (1982) review of the literature on student teaching revealed that (1) the length of assignment was unrelated to performance; (2) student teachers were most anxious about relations with pupils, cooperating teachers and supervisors; and (3) attitude shifts occurring during student teaching were associated with increases in custodial and bureaucratic orientations, decreases in idealism and open-mindedness, and devaluing of independence, trustworthiness, and flexibility. Such changes in attitudes or values, however, have not been linked directly to student teachers' roles and responsibilities in classrooms.

This present study sought to describe and contrast activities of a year-long internship designed to gradually induct students into the roles and responsibilities of teaching. Specifically, three questions were addressed:

1. Do intern ratings of involvement in the activities of teaching vary over phases of the graduated internship?

2. Do intern ratings of changes of awareness of teaching activities vary over phases of the graduated internship?

3. Do intern ratings of phases of the internship, induction support, school faculties, organization, and cultural/physical systems, and students vary over the phases of the internship?

Description of the Internship Program

Memphis State University implemented a new Master of Arts in Teaching program in 1985 for preparing secondary-level teachers which incorporated an extended, year-long three-phase teaching internship. Induction support is provided by practicing classroom teachers called teacher-mentors and university faculty serve as pedagogical mentors. The internship has three phases: (1) teacher assistant, (2) teacher associate, and (3) teacher-of-record experiences. Internship experiences include placements in at least three different schools and induction support provided by three or more different mentor-teachers. A brief summary of each phase follows:

Teacher assistant: This phase involves two three-week, half-day placements in junior and senior high schools in two different school systems during the fall semester. The experience is designed to acquaint interns with classrooms and schools and help them gain confidence in performing

selected teacher roles. The phase is for six weeks, three weeks in each school.

Teacher associate: In this phase interns have half-day placements in one school for about seven weeks and are gradually inducted into various teaching roles. Interns observe and assist their mentors, become acquainted with school programs and different classroom groups, and observe other teachers. Interns assume responsibilities for teaching three classes during the latter part of the internship. Mentors continually support, advise, and coach the interns throughout this phase.

Teacher-of-record experience: During this phase interns have full day assignments for the spring semester, typically in the same schools where the teacher associate experiences occurred. Interns assume roles as teachers-of-record for two classes, assist the mentor with two classes, and have two planning periods per day. Mentors continue to provide induction assistance and involve the interns in various school activities, including homeroom assignments, extra-curricular programs, faculty meetings, and parent conferences.

Procedures

Subjects

Data reported here were obtained from thirty subjects who completed all three phases of the graduated internships

in 1986-87. The median age of the interns was 38.5, and the group included 11 males and 19 females. Twenty-eight of the interns were white and two were black. Intern endorsement areas were art (1), music (2), math (3), science (5), social studies (5), English (8), foreign languages (1), home economics (1), and business (4). All held baccalaureate degrees with majors in their areas of endorsement. Previous work histories included business, military, social service, and homemaking. Twenty-three interns had spring semester assignments (teacher-of-record) in senior high schools, six were placed in junior high schools, and one placement was in elementary music. All placements were in public schools.

Methodology

Intern perceptions were obtained at the end of each phase of the internship through administration of the Teacher Induction Inventory (TII). The inventory consists of nine scales. Scales 1 and 2 are Likert scales which solicit intern ratings of levels of involvement in 28 teaching activities and changes in awareness of various teacher behaviors/understandings associated with teaching. Seven semantic differential scales obtain intern ratings of the internship, mentor support, and various school-related features.

Intern group means were statistically analyzed using analyses of variance and Scheffe's post hoc procedures

employed to determine if statistically significant differences existed between paired group means. Means for individual items, subscales, and total scales are presented in table form, along with significance levels and results of the post hoc analyses. Several scale items have only two means since these items were added after the first administration of the inventory.

Results

1. Do intern ratings of involvement in the activities of teaching vary over phases of the graduated internship?

As shown in Table 1, significantly different mean ratings for 18 of the 28 internship activities were obtained, including 3 of the 6 activities involving instructional implementation, 5 of the 6 instructional preparation activities, 2 of the 4 record keeping activities, and 6 of the 12 non-instructional activities. Interns thus reported increased participation in the activities of teaching as the internship was phased over the two semesters of the school year. While some group means of activity ratings in specific phases of the internship did not differ significantly, positive trends were documented.

Instructional implementation activities found to vary over the phases included providing small group instruction, directing laboratory activities, using material and equipment, involvement in instructional preparation

activities and record-keeping, as well as participating in faculty meetings and conferencing with parents.

Non-significant end-of-phase involvement ratings across the three phases were found for observation of instruction and non-instructional activities, interacting with and meeting other teachers, conferencing with university supervisor/mentor, tutoring and assisting individual students, and providing large group instruction.

2. Do intern ratings of changes of awareness or reinforced understandings of teaching vary over phases of the graduated internship?

As shown in Table 2, significant differences were found for all five subscale means. For instructional planning and assessment, intern group means reflected significant changes over the three phases and significant differences between phases 1 and 2, 1 and 3, and 2 and 3. Significant differences were also found between phases 1 and 2, and 1 and 3 for awareness of instructional techniques and classroom management. While less change was associated with understanding schools and professional aspects of teaching, significant differences between these subscale means were found for phases 1 and 3.

An examination of the 40 scale item means indicates that 31 reflected significant variations between the end-of-phase ratings. These differences are found for 8 of the 9 ratings of instructional planning and assessment, 9 of

the 12 ratings for instructional techniques, 6 of the 7 for understanding schools, all 4 of the professional aspects of teaching ratings, and 4 of the 8 classroom management ratings. Of the 31 signficant different ratings, 17 were associated with changes between phase 1 and phase 3. The others reflected changes between phases 1 and 2 and 1 and 3. Three of these also had significantly different ratings for phases 2 and 3. Changes found to vary significantly over the three phases were mostly associated with instructional planning and assessment and classroom management. Ratings of instructional techniques, understanding of schools, and the professional aspects of teaching were primarily associated with changes between the first and last phases. Significant changes found for the two latter phases only involved scope of content to be taught, use of the microcomputer, and procedures for handling attendance and discipline.

Where mean ratings were not statistically different, in all cases the means increased across the internship phases. As expected, ratings were consistently higher at the conclusion of the last phase as the interns concluded full day, teacher-of-record assignments in the schools.

3. Do intern ratings of phases of the internship, induction support, school faculties, organization, and cultural/physical systems, and students vary over phases of the internship?

Intern group mean responses to 2 of the 7 scales yielding data relative to answering this question were found to vary significantly. As reflected in Tables 3 through 9, total scale mean ratings varied for ratings of the phases of the internships and students taught. No statistically significant differences were associated with ratings of mentor support, school organizations, faculties, or cultural/physical environments.

Intern mean ratings of the internship phases (see Table 3), involved their rating phase 1 the highest, phase 3 next, and assigning the lowest rating to phase 2. In that no significant differences were found between ratings of the various items comprising this scale, interpretations of this finding is tenuous. A possible explanation may be related to the mean ratings of phase 2 as more contrived and restrictive. Note that all three phases were associated with high ratings on dimensions of helpfulness, relevancy, and being positive.

Intern perceptions of mentor support remained high throughout the three phases of the internship and no statistical differences noted, as stated earlier. Thus mentor support which was expanded during the latter phases was viewed positively as was mentor support during the initial phase when the interns assumed less responsibilities. Pedagogical mentor support throughout the three phases was also rated positively.

Intern group mean ratings of students by phases were found to different significantly. As shown in Table 8, intern group mean ratings of students were highest during phase 1 and lower ratings associated with the other two phases. While no significant differences were found for the individual paired adjectives of the scale, intern group ratings of the individual pairs over the internship declined with students in the later phases being viewed less positively. The less positive ratings are associated with lower mean ratings on all five of the adjective pairs comprising the scale. As the internship phases terminated, subjects, then, held less positive views of the students taught with the decline reflected sequentially with the phases of the internship.

Intern group mean ratings of the organizations of schools, school faculties, and cultural/physical environments of the schools at the conclusion of the phases were not found to differ (see Table 6, 7 and 9). Mean ratings of schools providing the internships remained consistent over the phases of the internship.

Discussion

The data empirically validate teaching role performances of the interns as these were initially conceptualized and planned within the phases of the internship. As the data reflect, interns were expected to

engage in some activities throughout all phases of the internship and have limited involvement in other activities during the early phases. Activities such as assisting with extracurricular activities, participating in parent conferences, attending school meetings, and being responsible for homeroom were planned for the last phase only when the interns had full day, teacher-of-record assignments.

Also documented were self-reported changes in awareness levels of teaching behaviors as the subjects completed each phase of the internship. Moreover, the data indicate that the self-reported conceptualizations of teaching behaviors were consistently reported as increasing as the interns assumed expanded roles as teachers. Thus more extended involvement in the activities of teaching, as evidenced by data from scale 1, were accompanied by changes in cognitive awareness levels, demonstrated by scale 2 data. The implication being that understanding the cultures of schools and the meanings associated with teaching behaviors increased in concert with the assumption of the roles of teaching.

Perceptions of the phases of the internship, while they varied signficantly, remained positive throughout the school year. Rated highest was phase 1 when the subjects were placed in the schools as teaching assistants early in the fall semester. In this phase they engaged primarily in

observation and performed teaching-related studies as assigned by the teacher-mentor. Rated lowest was the second fall placement in which interns served as teacher-associates with some responsibilities for designing and implementing instruction.

Intern perceptions of the students taught were also found to decrease significantly as they concluded the different phases. The decline occured consistently, with phase 1 students being rated the highest, as more capable and cooperative, and phase 3 students perceived less favorably than either phase 2 or 3 students. In most cases, interns taught the same students in phases 2 and 3. Intern roles changed in these phases, not the students. Thus the same students taught in phase 2 were viewed less positively by the time the third phase concluded.

Perceptions reported by the interns for mentor support, faculties of the school, school organizations and cultural/physical environments remained consistent over the three phases. Consistently high ratings were associated with support provided by both teacher-mentors and university faculty throughout the internship. Likewise, positive perceptions of school faculties existed throughout the internship with no significant variations reported as the interns assumed responsibilities as members of the school faculties during the two latter phases. While perceptions of the schools as organizations and their cultural/physical

environments were viewed more negatively than were the faculties of the schools, these perceptions remained consistent over the phases. Thus assuming the more complex roles of teachers during the latter phases were not associated with major perceptual changes, either more positive or negative, as they were measured here.

Summary

In 1985 Memphis State University implemented a graduate level, master's degree, initial teacher certification program incorporating a year-long, three-phased internship in the public schools. The purpose of this research was to document internship experiences for those subjects involved in the program during its second year of implementation and assess perceptions of the interns as these were reported at the conclusion of each phase of the internship.

Major findings may be summarized as follows:

1. Interns reported significantly increased involvement in the complex roles of teaching as the internship phases and planned intern experiences were sequenced over the academic semesters of a complete school year. Data indicate that significant variations existed for 18 of the 28 teaching activities for which data were obtained. Consistently increased involvement in these activities was documented as the internship progressed. Thus interns reported increased involvement in all types of

teaching activities across the three phases of the internship with involvement levels being directly related to the scope of the interns' responsibilities. That is, the more responsibility each phase of the internship placed upon the interns, the more the interns actively engaged in the teaching activities associated with that level of responsibility. Likewise, by spreading the assumption of teaching responsibilities over the three internship phases, interns were able to grow into each new set of responsibilities without being forced into a custodial and management survival role.

2. Similar to the findings relative to involvement in teaching activities, interns reported changes in awareness of the importance of instructional and professional aspects of teaching increased significantly across the three phases of the internship. As the interns' levels of responsibility for teaching increased, they reported enhanced perceptions of good instruction and desirable professional attributes. They seemed to grow into the demands of the situation as their level of responsibility required, and reported understanding of their experiences, rather than being threatened into a professional myopia of "reflexive conservatism" (Lortie, 1975) or by ignoring and/or dismissing some teaching activities and understandings as unimportant. The awareness data, futhermore, document that subjects being inducted into the occupational roles of

teaching remained sensitive to the cultural dimensions of those roles, including the language through which we communicate those expectations of professional behavior and the norms which guide professional conduct. Thus the data document role socialization as well as attainment of the cultural milieu which sustains and directs teaching behaviors.

3. Intern perceptions of various dimensions of the internships, induction support, and school-based factors were also found to remain largely consistent throughout the two semester experience with significant variations observed only for perceptions of the internship phases and students taught. Positive perceptions throughout the internship phases were reported for the formalized induction support provided by the various teacher-mentors as well as the university faculty serving as pedagogical mentors. Increased mentor support during the later phases was thus viewed as positively as was the initial support provided when they first began observations in the schools and assisting teachers with instruction. Phases 2 and 3 of the internship were rated lower than phase 1, which provided initial opportunities to observe the workplace of teaching and early role socialization. The first placement apparently resulted in important outcomes which the interns reported. The data indicate that initially positive views of the first phase declined with the second phase being viewed less positively

than either of the other two phases. Also, less positive views toward students were observed as the internship concluded. Interns remained consistent in their perceptions of school organizations and school faculties throughout the phases of the internship. Given the consistently positive perceptions of the school-related features reported, these data do not support the negative effects of student teaching reported by Lanier and Little (1986).

4. The major significance of the study may be that it directly responds to a contemporary need for systematic inquiry into the teaching internship (Bolam, 1987 and McDonald, 1980). It does so by detailing what teaching activities are performed during an internship, linking the performance of activities to assigned level of responsibility, and clearly showing that interns' awareness of the instructional and professional aspects of teaching change as they assume different levels of teaching responsibility. Likewise, the findings indicate that a graduated internship can induct novice teachers into the realities of the classroom and school without negatively affecting their professional attitudes, values and views of the workplace. Such data significantly adds to the body of literature on internships and says to teacher educators that a carefully structured internship is a valuable mechanism for "occupational socialization" into teaching.

Table 1.

Mean Ratings of Involvement in Teaching Activities For Three Phases of the Internship

Phases	1	2	3	p<	Pairs
INSTRUCTIONAL IMPLEMENTATION					
Tutoring individual students	2.11	2.43	2.89		
Monitoring/assisting students	3.59	3.70	4.07		
Providing small group instruction	1.93	2.59	3.56	.01	1-3,2-3
Providing large group instruction	3.85	4.11	4.22		
Directing laboratory activities	1.04	2.32	2.40	.01	1-2,1-3
Using material, equipment	1.89	3.50	4.07	.01	1-2,1-3
INSTRUCTIONAL PREPARATION					
Preparing instruction materials	3.07	3.86	4.61	.05	1-3
Reviewing curriculum guides	3.07	3.41	3.81	.05	
Designing daily lesson plans	3.57	4.68	4.57	.01	1-2,1-3
Designing daily tests	1.78	4.00	4.41	.01	1-2,1-3
Developing profiles of students	1.11	2.07	2.29	.01	1-2,1-3
Developing instructional units		3.96	4.32		
INSTRUCTIONAL RECORD KEEPING					
Taking roll	2.43	3.96	4.54	.01	1-2,1-3
Grading papers and tests	3.04	4.79	4.86	.01	1-2,1-3
Being responsible for homeroom		1.64	3.11	.01	
Maintaining records		4.04	4.61	.05	
NON-INSTRUCTIONAL ACTIVITIES					
Observing classroom instruction	4.33	4.30	4.04		
Observing non-instruction	3.75	3.79	3.96		
Observing other teachers	2.96	2.36	2.61		
Interacting with teachers	2.79	2.93	3.50		
Assisting with extracurricular activities	.28	.92	2.80	.01	1-3,2-3
Attending faculty meetings	.25	.18	3.64	.01	1-3,2-3
Participating in parent conferences		.64	2.39	.01	
Participating in school meetings		.44	2.41	.01	
Conferencing with mentor/teacher		4.07	4.54	.05	
Conferencing with university mentor		3.86	3.86		
Talking with other teachers		2.93	3.54	.05	
Meeting other teachers		2.63	3.41		

Table 2.

Mean Ratings of Changes in Awareness/Reinforcements By Phases

Phases	1	2	3	p<	Pairs
INSTRUCTIONAL PLANNING/ASSESSMENT					
Instructional objectives	2.00	3.24	3.76	.01	1-2,1-3
Instructional plans/materials	2.69	3.45	3.86	.01	1-2,1-3
Designing instructional material	2.68	3.36	3.64	.05	1-3
Procedures for reporting progress	2.57	3.21	3.43	.05	1-3
Effective use of resources	2.17	3.10	3.34	.01	1-2,1-3
Short/long term planning	2.55	3.48	4.10	.01	1-2,1-3
Relating content to inst. plans	2.03	3.45	3.69	.01	1-2,1-3
Scope of content to be taught	2.72	3.07	3.38		
Special teaching materials	1.67	2.30	3.19	.01	1-3,2-3
Total Subscale	16.33	22.17	25.27	.01	1-2,1-3,2-3
INSTRUCTIONAL TECHNIQUES					
Instructional accommodations	2.39	2.93	3.32	.01	1-3
Clear descriptions of tasks	3.21	3.57	4.04	.05	1-3
Monitoring student learning	2.82	3.50	4.00	.01	1-3
Providing student practice/review	2.76	3.48	3.66	.05	1-3
Involvement of students	2.86	3.41	3.86	.05	1-3
Need for clear communication	3.03	3.76	4.10	.01	1-3
Use of micro-computer	.54	1.14	2.00	.01	1-3,2-3
Use of different strategies	2.25	3.04	3.79	.01	1-3
Special teaching techniques	1.86	2.93	3.32	.01	1-2,1-3
Chalk board skills	2.21	2.31	2.83		
Consistency in teaching behaviors*		3.21	3.54		
Need to motivate students*		3.66	3.93		
Total Subscale	23.53	29.41	34.33	.01	1-2,1-3
UNDERSTANDING SCHOOLS					
Classroom climate and learning	2.89	3.32	3.64		
Effective human relations	2.62	3.24	3.79	.01	1-3
Differences in classroom groups	3.21	3.76	4.14	.05	1-3
Diversities in student abilities	2.69	3.46	4.00	.01	1-2,1-3
Variations in student interests	2.70	3.19	3.93	.01	1-3
Schools as systems	2.21	3.00	3.17	.05	1-3
Procedures in attendance/discipline	2.50	3.18	3.57	.05	1-2,1-3,2-3
Total Subscale	16.17	19.59	22.77	.01	1-3
TEACHING/PROFESSIONAL ASPECTS					
Supervision of new teachers	2.19	2.93	3.33	.01	1-2,1-3
Successes/rewards of teaching	2.54	2.86	3.46	.05	1-3
Frustrations/problems of teaching	2.72	3.48	3.76	.05	1-3
Effective problem solving	2.17	2.52	3.24	.05	1-3
Total Subscale	9.67	11.83	13.33	.01	1-3
CLASSROOM MANAGEMENT					
Class rules/procedures	3.00	3.72	3.93	.05	1-3
Management/discipline problems	2.83	3.69	4.00	.01	1-2,1-3
Need to be well organized	2.86	4.00	4.17	.01	1-2,1-3
Gradebook and grading procedures	2.45	3.52	3.62	.01	1-2,1-3
Use of classroom time	3.10	3.45	3.90		
Use of classroom space/furniture	2.63	2.33	3.04		
Maintaining accurate records*		3.22	3.56		
Collecting/distributing materials*		3.07	3.45		
Total Subscale	19.20	24.00	26.57	.01	1-2,1-3

* Added after first administration of the inventory. Item marginals are not included in subscale totals.

Table 3

Mean Ratings of the Internship By Phases

Internship was:	Phase 1	2	3	p<	Pairs
free/contrived (1)	3.52	3.28	3.90		
(1) tense/relaxed	3.59	3.72	3.83		
(1) irrelevant/relevant	4.45	4.62	4.66		
(1) not helpful/helpful	4.72	4.45	4.76		
(1) restrictive/permissive	3.24	3.31	3.72		
positive/negative (1)	4.62	4.38	4.34		
Total	27.53	23.76	25.23	.01	1-2,1-3

Table 4

Mean Ratings of Supervising Teacher/Mentors By Phases

Supervising teacher/mentor was:	Phase 1	2	3	p<	Pairs
helpful/not helpful(1)	4.59	4.41	4.59		
positive/negative (1)	4.28	4.38	4.59		
supportive/nonsupportive (1)	4.52	4.38	4.59		
(1) restrictive/permissive	3.62	3.62	3.76		
encouraging/discouraging (1)	4.41	4.38	4.66		
available/unavailable (1)*		4.21	4.59		
(1) nonsharing/sharing	4.55	4.45	4.52		
Total	26.03	25.31	26.70		

* Added after first administration of the inventory. Item marginals are not included in subscale totals.

Table 5

Mean Ratings of Pedagogical Mentors By Phases

Phase	1	2	3	p<	Pairs
Pedagogical mentor was:					
helpful/not helpful (1)	4.38	4.07	4.00		
positive/negative (1)	4.64	4.36	4.40		
supportive/nonsupportive (1)	4.52	4.34	4.41		
(1) restrictive/permissive	3.68	3.79	3.68		
encouraging/discouraging (1)	4.52	4.41	4.45		
(1) nonsharing/sharing	4.43	4.11	4.07		
available/unavailable (1)*		3.93	3.83		
Total	25.81	24.93	24.93		

* Added after first administration of the scale. Item marginals are not included in the scale totals.

Table 6

Mean Ratings of School Organizations By Internship Phases

Phase	1	2	3	p<	Pairs
Schools are:					
organized/unorganized (1)	3.84	3.64	3.60		
(1) tense/relaxed	3.36	3.16	2.76		
permissive/restrictive (1)	2.80	2.92	2.76		
democratic/authoritarian (1)	2.60	2.40	2.56		
Total	12.34	12.32	11.65		

Table 7

Mean Ratings of School Faculties By Phases

Phase	1	2	3	p<	Pairs
School faculty/staff are:					
helpful/not helpful (1)	3.69	3.62	3.92		
positive/negative (1)	3.58	3.50	3.69		
supportive/nonsupportive (1)	3.62	3.58	3.73		
(1) restrictive/permissive	3.12	3.08	3.24		
encouraging/nonencouraging (1)	3.50	3.50	3.69		
(1) nonsharing/sharing	3.54	3.73	3.46		
Total	21.07	21.43	22.03		

Table 8

Mean Ratings of Students By Phases

Phase	1	2	3	p<	Pairs
Students are:					
(1) incapable/capable	4.14	3.89	3.79		
responsible/irresponsible (1)	3.39	3.25	2.93		
happy/unhappy (1)	3.82	3.75	3.61		
interested/disinterested (1)	3.25	3.25	2.93		
(1) uncooperative/cooperative	4.11	3.64	3.39		
Total	18.76	17.97	16.93	.05	

Table 9

Mean Ratings of School Cultural/Physical Environments By Phases

Phase	1	2	3	p<	Pairs
School cultural/physical environments are:					
safe/unsafe (1)		3.93	4.00		
(1) non-academic/academic		3.48	3.38		
(1) restictive/permissive		3.38	3.03		
(1) hindering/facilitating		3.45	3.14		
stimulating/stifling (1)		3.28	3.28		
Total		17.52	16.87		

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